



Strategic Plan

2025
2027

Our Vision

At Kalgoorlie Primary School we are socially conscious citizens of the world who achieve our dreams through knowledge and excellence.

Acknowledgement of Country

Kalgoorlie Primary School acknowledges the Aboriginal people of the many traditional lands and language groups of Western Australia. We recognise the wisdom of Aboriginal Elders both past and present and pay respect to Aboriginal communities of today.

Our Values



RESPECT



INCLUSION



MINDFULNESS



DETERMINATION

2025-2027 Targets

The following targets will be achieved at the conclusion of Semester 1, 2027:

ACADEMIC TARGETS

1. The percentage of Year 3 students in the Strong or Exceeding achievement levels in NAPLAN will be

65%

2. The percentage of Year 5 students in the Strong or Exceeding achievement levels in NAPLAN will be

75%

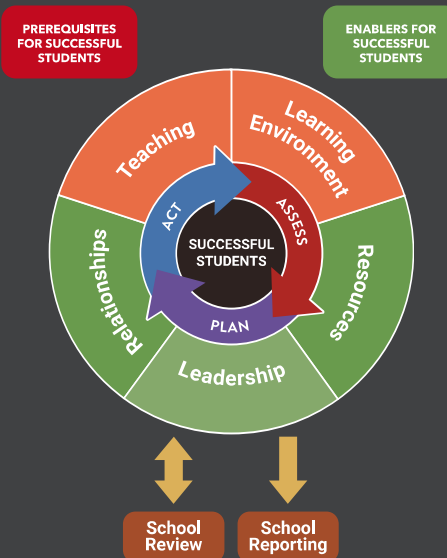
NON-ACADEMIC TARGETS

1. The attendance rate will be

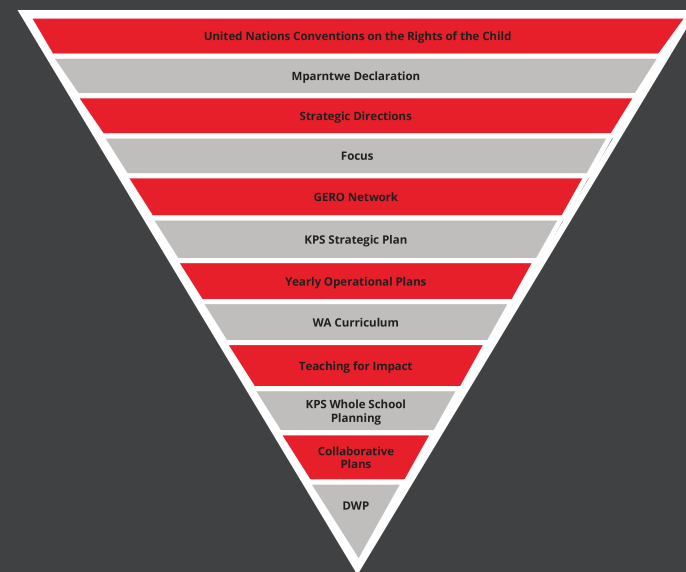
92%

Improvement Model

FRAMEWORK CONCEPTUAL MODEL



PLANNING STRUCTURE



Strategies

TEACHING QUALITY AND STUDENT ACHIEVEMENT AND PROGRESS	LEARNING ENVIRONMENT	RELATIONSHIPS AND PARTNERSHIPS	LEADERSHIP	USE OF RESOURCES
3 Year Targets – The What				
1. The percentage of Year 3 students in the Strong or Exceeding achievement levels in NAPLAN will be 65% 2. The percentage of Year 5 students in the Strong or Exceeding achievement levels in NAPLAN will be 75%		1. The attendance rate to be 92%		
3 Year Strategies – The How				
Embed the Universal Design for Learning as a school-wide approach to supporting the diverse learning needs of students and provision of quality and targeted differentiation in classrooms	Collaboratively revisit the approach and expectations of school policies, to embed a shared approach to behaviour management, attendance and engagement	Identify and develop authentic partnerships within the community that provide sustainable benefits for students	Develop a mechanism for the consistent collation of evidence for self-assessment	Create a clearly articulated and transparent budget planning cycle
Continue to build the communication loop between class teachers and those who deliver intervention strategies	Formalise the culturally responsive practices of the school	Reintroduce continuous cycles of seeking feedback, inclusive of students, parents and staff	Refine the leadership model through distributing responsibilities to both classroom teachers and identified aspirant leaders	Ensure resource allocation is reflected in all school plans, aligning to school priorities and targets
Strengthen the current school wide moderation processes	Investigate and implement school wide programs that enhance the inclusion, purpose and support of students and staff	Continue to embed opportunities for shared discussion between educators during the weekly collaborative meetings	Revisit the school's vision, ensuring it aligns with contemporary community expectations	
Continue to refine the school's communication and Reporting to Parents processes	Continue to evaluate and embed SAER process and policies, using all available resources effectively.	Continue to involve staff in regards to school development, and explore opportunities for students and parents to contribute to this	Ensure that change is applied in a timely, informed and inclusive manner	
Investigate and develop an explicit Professional Growth and Development program	Increase student voice, both as leaders and within the classroom	Ensure that the School Board continues to enjoy active participation, with the focus of control moving to the School Board Chair to review the school's Strategic Plan	Embed and evaluate the KPS Early Childhood philosophy into the Early Years	
Collect and analyse efficient sources of evidence to evaluate student learning	Embed a consistent, whole-school approach to the physical learning environment, to ensure equal opportunities for all students			